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ABSTRACT

Multilayered, this book presents as a narrative, a first-person scholarly (but not academic) account of the political and educational conflicts surrounding the question of the development of language and thought. It follows a group of South African graduate students, black and white, including teachers who live in Soweto, as they struggle to construct and achieve education relevant to their needs and responsibilities, against a background of violence, turmoil, and upheaval. The students in the book are participating in a university seminar dealing with such traditional educational issues as the "best way" to teach reading and writing, the relationships between first- and second- language learning, and the relationships between language and thinking. The book interweaves the voices of the students with descriptions of the political and social context of South Africa and discussions of crucial issues in education for many areas of the world today. The book is intended both for educators and the general public. (NKA)

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